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ABSTRACT

The report details speech therapy services to speech handicapped secondary students during the 1978-1979 academic year. Goals of the speech therapy program are briefly outlined, and descriptive information of the program, participants, and staff activities are included. Results of student, parent, school, and pathologist surveys indicated that the program was successful. Among specific findings were that 21.8% of the students in district special schools had speech defects requiring some therapy; .7% of the students in district traditional schools had speech defects requiring therapy; the percentage of students districtwide having speech defects serious enough to require therapy was 1.1%; articulation was the most frequently occurring speech defect of students at regular schools; and handicapped students averaged 20.5 therapy sessions compared to an average of 19.3 for traditional students. (CL)

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PHOENIX UNION HIGH SCHOOL DISTRICT #210

SPEECH THERAPY PROGRAM 1978-79

Year End Evaluation Report

REPORT No. 33:04:78/79;004

August, 1979

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ABSTRACT

The Speech Therapy Program in the Phoenix Union High School District (PUHSD) began operation in 1973-74. This program serves speech handicapped students from 11 comprehensive high schools and several special schools of the district.

During the academic year 1978-79, a total of 282 students with speech defects were identified and received therapy services. The district special schools served 101 students with 94 of them located at Desert Valley and Desiderata Schools which are schools for trainable mentally handicapped (TMH) and emotionally handicapped (EH) students.

This report presents descriptive information of the program, participants, and staff activity. Results of student, parent, school, and pathologist surveys all indicate that the Speech Therapy Program was successful during 1978-79.

Findings

1. In district special schools 21.8% of the students have speech defects that require some therapy.

2. In district traditional high schools 0.7% of the students have speech defects that require some therapy.

3. Districtwide, the percentage of students having speech defects serious enough to require therapy is 1.1%.

4. Articulation was the most commonly occurring speech defect of students at regular schools.

5. Handicapped students had on the average 20.5 sessions of therapy, while traditional students averaged 19.3 sessions of therapy during the academic year 1978-79.

As a result of the findings of the student, parents, school personnel, and speech pathologist surveys, seven recommendations are given.

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INTRODUCTION

Introduction

The Speech Therapy Program in the Phoenix Union High School District (PUHSD) began operation in 1973-74. This program serves speech handicapped students from 11 comprehensive high schools and the special schools--Desert Valley, Desiderata, Cyesis, Bostrom, and Continuing Education Center (CEC). The various components and services provided by the Speech Therapy Program are best outlined in the goals and objective statements of the Speech Therapy Program.

GOALS OF THE SPEECH THERAPY PROGRAM

The Speech Therapy Program for the PUHSD has the following formally stated goals:

1. Screen all ninth graders and new upperclassmen (transfers) every year.
2. Test all rechecks.
3. Diagnose all speech defective students and write IEP's.
4. Set up case load of speech defective students; see individually or in groups. Keep a written therapy schedule of students seen.
5. Contact parents and other personnel (doctor, psychologist, hearing resource teacher, previous speech pathologist) whenever necessary.
6. Keep appropriate speech records on each student (ST-1, ST-3, ST-4, ST-5, ST-6).
7. Keep appropriate attendance records on all students.
8. Meet every other week for staffing, in-service, professional growth, and problem solving.
9. Maintain good public relations on all campuses by:
    a. Speaking in classes
    b. Meeting periodically with principal, nurse, counselors, ESP Chairperson, teachers.
    c. Attend several teacher meetings each year.
    d. Attend parent open house every other year.
    e. Participate when able in some school activities.
    f. Periodically visit teacher's lounge or lunch room.
10. Evaluate skills of the pathologist yearly or every other year.
11. Observe other pathologist (two observations per year).
12. Maintain good public relations with other district speech pathology programs in the valley.
13. Every year evaluate the program verbally.

Goals and objectives for 1978-79 school year are stated below:

1. Improve public relations on campuses.
2. Provide speech therapy services for Desiderata, Desert Valley High School, AVC, Homebound, CEC, Cyesis, and Bostrom.
3. Provide three days of therapy to Alhambra.
4. Write a proposal for a good speech therapy program at Desert Valley High School.
5. Communicate with Castle Foundation concerning orthodontic problems.
6. Ongoing evaluation of our speech therapy program.
7. In-service programs:
   a. Presentation on Jim Nation's Diagnostic Conference
   b. Presentation on Art Flowers Auditory Perception Workshop
   c. ASHA Convention
   d. ArSHA Convention

ASSESSMENT

To evaluate the services and operations of the Speech Therapy Program for 1978-79 school year, Research Services surveyed students, parents, school personnel and speech pathologists. An analysis of staff activity was also conducted to examine how speech pathologists spent their time and on what type of tasks. This report presents the program and participants descriptive information, the results of the various surveys, and the staff analysis.

Distribution of Participants in the Speech Therapy Program 1978-79

During academic 1978-79, all ninth graders and new transfers were screened by speech pathologists during Spetember and October. A total of 506 students were rechecked. Of these, a total of 282 students with speech defects were identified and received speech therapy services, see Table 1. The district special schools served 101 students with 92 of these located at Desert Valley High School and two students at Desiderata School. Desert Valley is a school for trainable mentally handicapped (TMH) students, and the Desiderata School is for emotionally handicapped (EH) students. The districts' 11 comprehensive high schools had 181 students with speech defects requiring therapy. Maryvale, East, and Union were high in the district with 23 students each in therapy (see Table 1). The average district high school had 16 or 17 students in speech therapy while Hayden High School had the district low of 10 students in therapy. Districtwide, the percentage of students having speech defects serious enough to require therapy is 1.1%. Upon separating out the special high schools' enrollments from the comprehensive high schools' enrollments the distribution of speech defects with therapy is as follows:

1. In district special schools 21.8% of the students have speech defects that require some therapy.

2. In district regular high schools 0.7% of the students have speech defects that require some therapy.

3. Districtwide, the percentage of students having speech defects serious enough to require therapy is 1.1%.

TABLE 1

NUMBER OF STUDENTS WITH SPEECH DEFECTS

BY SCHOOL 1978-79

SCHOOL	NUMBER OF STUDENTS	PERCENT (%)
Camelback	15	5.3%
Hayden	10	3.5%
Central	12	4.3%
North	12	4.3%
South	19	6.7%
Union	23	8.2%
West	13	4.6%
Alhambra	19	6.7%
Maryvale	23	8.2%
East	23	8.2%
Browne	12	4.3%
Bostrom	3	1.1%
CEC	3	1.1%
Cyesis	1	.4%
Desert Valley & Desiderata	94	33.3%
TOTAL	282	100.0%

Common Speech Defects in the District

The speech pathologists identified and classified the common speech defects of students in the Phoenix Union High School District (PUHSD). Table 2 gives an overview of specific speech defects and their prevalence in the district. About 32% of students receiving therapy had at least three defects. Articulation and a combination of articulation and language, and language were also frequent.

TABLE 2

OCCURRENCE OF SPECIFIC SPEECH DEFECTS

DISTRICTWIDE BY NUMBER AND PERCENT 1978-79

Speech Defects	Number of Students	Percents (%)
Articulation	61	21.6%
Fluency = (stuttering)	20	7.1%
Voice	20	7.1%
Language	25	9.0%
Articulation & Language	33	12.0%
Articulation & Voice	6	2.1%
Articulation & Fluency	2	0.7%
Fluency & Language	4	1.4%
More than 3 defects	91	32.0%
Articulation/Hearing Loss	4	1.4%
Audio Processing	2	0.7%
Voice/Language	2	0.7%
Defects not listed	12	4.3%
Total	282	100.0%

Speech Defects and Mean Number of Therapy Sessions

The number of speech therapy sessions classified by speech defect was recorded for the regular high schools as well as the two district special schools (Desert Valley and Desiderata). Table 3 shows the mean number of therapy sessions, range of therapy sessions, and number of students involved in speech therapy, recorded by speech defect. This table differentiates each of these variables in accordance to the type of school (i.e., regular school or ESP school). Two EH students at Desiderata were grouped with 92 TMH students at Desert Valley (DV) in Tables 3 and 4. Both of these students had more than three speech defects.

Findings presented in Table 3 show distinct variations of speech defects of the TMH students and other speech handicapped students in regular high school programs. In terms of the prevalent problems, 90% (85/94) of the TMH students had at least three speech defects. For regular speech students, articulation was the most common defect; problems of fluency, voice, language, and a combination of articulation and language were evenly distributed among them. The TMH students averaged 22.1 sessions of therapy while other speech handicapped students had an average of 19.3 therapy sessions. Comparisons of the average number of therapy sessions of TMH (DV group) and the regular students indicate the following patterns:

1. Regular speech handicapped students received more therapy sessions for combined defects of "articulation & language," "articulation & voice," "articulation & fluency," and "fluency & language" than other defects.

2. TMH students with three or more defects received more frequent therapy than other TMH students.

3. Except for those with "three or more defects," TMH students received fewer therapy sessions for "fluency & language," or "articulation & language" than regular speech students with the same defect.

4. TMH students with "three or more defects" did not necessarily receive more frequent therapy than regular students with severe problems.

Table 3

Speech Defect and Number of Therapy Sessions for all District Schools Excluding and Including Desert Valley (DV)* 1978-79

Speech Defects	Number of Students			Average Number of Therapy Sessions			Range of Therapy Sessions	
	Excluding(DV)	Including(DV)	(DV) Alone	Excluding(DV)	Including(DV)	(DV) Alone	Excluding(DV)	Including(DV)
Articulation	61	61	0	20.0	20.0	0.0	0 - 58	0 - 62
Articulation/ Hearing Loss	4	4	0	12.8	12.8	0.0	3 - 25	3 - 25
Fluency - (stuttering)	20	20	0	11.7	11.7	0.0	2 - 40	0 - 40
Voice	20	20	0	14.1	14.1	0.0	0 - 52	0 - 52
Language	25	25	0	20.0	20.0	0.0	2 - 50	2 - 50
Articulation & Language	27	33	6	23.7	22.4	16.7	3 - 58	3 - 63
Articulation & Voice	6	6	0	33.0	33.0	0.0	16 - 58	14 - 58
Articulation & Fluency	2	2	0	29.0	29.0	0.0	18 - 40	3 - 49
Fluency & Language	3	4	1	26.0	23.0	14.0	20 - 35	20 - 35
3 or More Defects	6	91	85	16.3	22.2	22.6	3 - 31	3 - 45
Audio Processing	2	2	0	15.0	15.0	0.0	10 - 20	10 - 20
Voice/Language	0	2	2	0.0	21.5	21.5	-	-
Total	176	270	94	19.3	20.1	22.1	0 - 58	0 - 63

*Desert Valley is a special school for trainable mentally handicapped students. Two EH students at Desiderata are also included in DV.
**Defects were not reported in 12 cases.

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TABLE 4
RESULTS OF THERAPY WITH
NUMBER AND PERCENT OF STUDENTS
1978-79

RESULTS OF THERAPY	NUMBER OF STUDENTS	PERCENT (%)
Continued in Therapy	166	58.9%
Defect is Corrected	28	9.9%
Defect Improved	17	6.0%
Graduated	10	3.5%
Dropped out of Therapy	8	2.8%
Pathologist Dropped Student	20	7.1%
Dropped out of School	21	7.4%
Transfer	7	2.5%
Other	5	1.8%
TOTAL	282	100.0%

Results of Speech Therapy Districtwide

The majority of students involved in speech therapy (58.9%) in 1978-79 will continue in therapy during the next academic year. In approximately 10% of the cases the defect has been corrected by therapy. In another 6% of the cases the defect has improved with therapy. Participants dropped out of therapy at the rate of 2.8%, speech pathologist dropped 7.1%, and 7.4% dropped out of school. This brings the program dropout rate to 17.3%. Table 4 provides additional information on the results of the speech therapy program for 1978-79.

Table 5 includes average number of therapy sessions by results of therapy and the range of therapy sessions by results. Data is presented including and excluding 94 students at Desert Valley and Desiderata. The number of therapy sessions ranged from 0-58 for students in regular high schools and from 0-63 for students in the handicapped high school. Students who continued in therapy all had approximately the same average number of therapy sessions. Only one TMH student corrected his/ner speech defect. Ninety-four percent (94%) of TMH students would continue therapy and none made discernible improvement. None of the TMH students dropped out of therapy, and the speech pathologist did not drop any handicapped student out of therapy. Eighteen (9.6%) regular high school speech therapy participants dropped out of regular school while only 5.3% of the TMH students dropped out of high school.

TABLE 5

Results of Speech Therapy for all District
Schools Excluding and including Desert Valley (DV)* 1978-79

Results	Number of Students			Average Number of Therapy Sessions			Range of Therapy Sessions	
	Excluding(DV)	Including(DV)	(DV) Alone	Excluding(DV)	Including(DV)	(DV) Alone	Excluding(DV)	Including(DV)
Continue Therapy	77	166	89	22.9	23.3	23.7	2 - 58	2 - 63
Defect Corrected	27	28	1	19.0	18.8	14.0	3 - 58	3 - 58
Defect Improved	17	17	0	22.9	22.9	0.0	8 - 50	8 - 50
Graduated	10	10	0	25.0	25.0	0.0	5 - 58	5 - 58
Dropped Out Of Therapy	8	8	0	17.8	17.8	0.0	3 - 39	3 - 39
Pathologist Dropped Student From Therapy	20	20	0	9.2	9.2	0.0	0 - 29	0 - 29
Dropped Out of School	18	21	3	8.0	8.3	5.0	2 - 22	0 - 22
Transfer	6	7	1	11.9	10.6	3.0	0 - 30	0 - 30
Other	5	5	0	15.4	15.4	0.0	5 - 29	5 - 29
TOTAL	188	282	94	18.9	20.1	22.6	0 - 58	0 - 63

*Desert Valley is a special school for trainable mentally handicapped students, 2 EH students at Desiderata are also included in DV.

Student/Pathologist Ratio

The Speech Therapy Program was staffed by seven speech pathologists and an aide during 1978-79. One pathologist coordinated the program and serviced speech handicapped students at one school. An 0.6 pathologist and an aide served program participants at Desert Valley and Desiderata. The other five pathologists served ten regular schools; each person was assigned to two campuses. The student/pathologist ratio was 34:1 for regular schools (5.5 FTE for 188 students), and 59:1 for Desert Valley and Desiderata combined (1.6 FTE for 94 students).

Three separate survey questionnaires were sent to students receiving speech therapy, their parents, and school personnel at eleven district schools to determine their perceptions of the Speech Therapy Program. Ninety-three (93) students, 61 parents, and 203 school personnel responded to the surveys.

Student Survey

The 1978-79 Speech Therapy Program involved 282 students in the district. A survey questionnaire was sent to students enrolled in the program in March, 1979, to determine their attitude toward the Speech Therapy Program. Ninety three (93) students responded, representing 33% of total enrollment, and generally gave the program a positive rating.

A very solid 93.5% of the surveyed students indicated that they thought speech therapy was important to students who had speech problems. They felt that class time spent in speech therapy sessions was worthwhile (83.9%) and that the therapy would help their school work (76.3%). But only half of the students (50.5%) wished to have more speech therapy sessions each week --- not surprising for high school students.

About 72.4% of the students thought they had made progress in overcoming speech problems (although 20.4% were "uncertain"). 68.8% indicated they enjoyed the therapy sessions, 62.4% indicated they attended therapy sessions regularly, and 66.7% indicated they practiced what was assigned by the speech pathologist. When comparing these figures it seems that for a few students enjoyment, attendance, and practice are not necessary to make progress! (See question 9, numbers 6, 9, and 12 in Table 6) Overall, however, these figures indicate that a majority of students are positively involved in the program and are making progress by attending, practicing, and enjoying the therapy.

The interaction between the students, their parents, the teachers, and the speech pathologist was also surveyed. 65.6% of the students talked to their parents about the speech program, while 33.3% indicated they did not. And while 61.3% of the students said their parents encouraged them to take speech therapy, only 41.9% indicated that their teachers encouraged them, and 44.1% indicated the teachers did not encourage them. However, the speech pathologist got solid endorsement from the students; 84.9% indicated that the speech pathologist gave them enough individual attention.

In summary, the students believed strongly in the value of speech therapy, felt the speech pathologist was giving them sufficient attention, and felt the time spent in speech therapy sessions was worthwhile. Students were getting more encouragement from parents than from teachers, and were themselves making the effort to participate in and benefit from the program.

Parent Survey

The results of the parent survey show that 90.2% of the parents felt that the class time their child spent in speech therapy sessions was worthwhile. Most parents (73.8%) felt that their child attended speech therapy sessions regularly, 77% felt the therapy would help the child develop a positive self image, and 86.9% believed speech therapy would help the child's performance in school. These figures can be interpreted to represent a positive attitude toward the Speech Therapy Program (see Table 8).

Parents were less positive when asked if the speech pathologist gave their child enough individual attention. However, the majority (62.3%) answered "yes", 29.5% were "uncertain", and only 4.9% said "no". They responded similarly when asked if they were informed about their child's performance and progress in speech therapy.

Many parents (26.2%) felt that the information about their child's performance and progress in speech therapy had not been adequate, and others (11.5%) were uncertain. But here again, the majority (60.7%) felt the information about their child's performance and progress was adequate.

Apparently the parents relied on their child for information; 78.8% reported that their child talked with them about the Speech Program. 57.4% of the parents had been contacted by the speech pathologist, while 39.3% had not been contacted. Despite communications, limitations, and the expression by a large number of parents that information was not adequate, only 13.1% of the parents ever attended any meetings at school about their child's speech therapy program.

It is apparent that parents endorse the Speech Therapy Program even though some do not feel fully informed about the program and many do not attend meetings about it. Survey results indicate that parents believe the program has many positive aspects and are generally satisfied with it.

School Personnel Survey

A stratified random sample of school personnel, including administrators, teachers, ESP staff, and support staff, were surveyed to determine their knowledge of and attitudes toward the speech therapy Program.

Two hundred and three (203) school personnel responded to the survey. Nearly 83% of those surveyed were teachers. Thus, it can be assumed that this survey primarily represents the classroom teachers' response to the Speech Therapy Program (see Table 9).

Most of those surveyed (80.8%) were aware of the speech therapy service on their campus, and 57.2% knew the speech pathologist at their school. But in five areas of communication (meeting, telephone calls, visits, counselor, and written reports) an average of 45% of those surveyed indicated they did not communicate at all with the speech pathologist about the students' speech problem.

Thus, it is not surprising that 49.5% were "uncertain" if the speech program met the needs of students with speech defects. Nor is it surprising that the staff did not indicate they felt adequately informed about the students' progress; only 23.1% answered "yes" to this question, 30.7% answered "no" or "uncertain", and a significant 46.2% gave no answer. And finally, when asked if they wished to know more about the Speech Program, 48.6% answered "yes". The survey reveals a weakness in the area of communications about the program.

In assessing the value of speech therapy the respondents exhibited a different attitude. A strong 74.5% felt that speech therapy service should be provided to all students with speech defects, and 69.2% agreed that the service would help the students' school performance. Yet, when asked how frequently they would permit students to be excused from class to receive 30-minute speech therapy sessions, 35.6% said "none", 21.6% said "once/week", 12.5% said "twice/week", and 30.3% did not answer. It can be surmised that although they support the speech therapy program they would prefer the therapy to take place outside of their class time.

It can be concluded that the speech therapy program is viewed positively by the staff, but that they are not well informed about the program nor are they willing to sacrifice their class time with the student. They support the philosophy of the program, but are not fully aware of its mechanics or results.

Table 6

Results Student Survey of
The Speech Therapy Program 1978-79

Item		Yes	No	Uncertain	N/A
1.	Does the speech pathologist give you enough individual attention?	(34.9%)	(4.3%)	(9.7%)	(1.1%)
2.	Do you think speech therapy will help your school work in reading, English, language, or other courses?	(76.3%)	(8.6%)	(14.0%)	(1.1%)
3.	Have you talked with your parents about the speech program?	(65.6%)	(33.3%)	(1.1%)	
4.	Do your parents encourage you to take speech therapy?	(61.3%)	(22.6%)	(15.1%)	(1.1%)
5.	Do your teachers encourage you to take speech therapy?	(41.9%)	(44.1%)	(12.9%)	(1.1%)
6.	Do you enjoy the speech therapy sessions?	(68.8%)	(9.7%)	(19.4%)	(2.2%)
7.	Do you think the class time spent in speech therapy sessions is worthwhile?	(83.9%)	(10.8%)	(5.4%)	
8.	Do you wish to have more speech therapy sessions each week?	(50.5%)	(36.6%)	(11.8%)	(1.1%)
9.	Do you do the practice assigned by your speech pathologist?	(66.7%)	(17.2%)	(8.6%)	(7.5%)
10.	Do you think speech therapy is important to students who have speech problems?	(93.5%)	(3.2%)	(1.1%)	(2.2%)
11.	Do you think you have made progress in overcoming your speech problems?	(74.2%)	(5.4%)	(20.4%)	
12.	Have you come to the therapy sessions regularly?	(62.4%)	(29.0%)	(5.4%)	(3.2%)
13.	If you answer "no" to question 12, why did you miss therapy sessions?				
	(16.1%) a. I always forgot the time for therapy sessions.				
	(11.8%) b. I have not attended school regularly.				
	(2.2%) c. I do not like speech therapy.				
	0 d. My parents do not want me to have therapy.				
	0 e. My teachers do not want me to have therapy during class hours.				

Table 7
Speech Therapy Program-Student Survey
1978-79 (N=93)

Which School Did You Attend?

School	Students Responding	Percent Responding
Alhambra	8	8.6%
Browne	10	10.8%
Camelback	10	10.8%
Central	9	9.7%
East	13	14.0%
Hayden	5	5.4%
Maryvale	10	10.8%
North	4	4.3%
South	6	6.5%
Union	7	7.5%
West	11	11.8%

What is Your Speech Problem?

	Number	Percent
Articulation	41	44.1%
Hearing Loss/ Speech Defect	10	10.8%
Fluency/Stuttering	9	9.7%
Voice	9	9.7%
Language	11	11.8%
Multiple Problems	9	9.7%
Fluency & Language	4	4.3%
Total	93	100.0%

Most Frequently Given Reasons for not Attending Therapy Sessions Regularly

1. Student forgot the time of the session. (53.3%)
2. Student did not attend school regularly. (40.0%)
3. Student did not like speech therapy. (6.7%)

Student Rating for the Speech Therapy Program

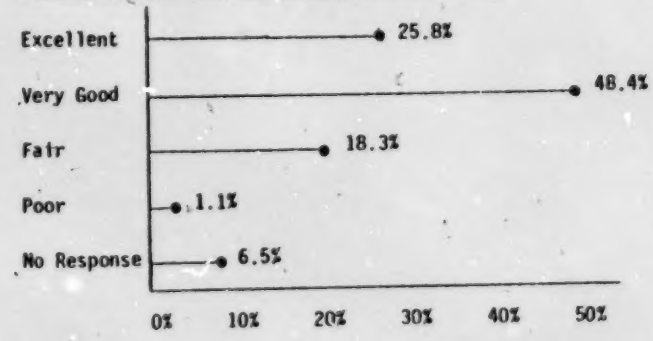

Table 8

Results Parent Survey of
The Speech Therapy Program 1978-79

Item	Yes	No	Uncertain	N/A
1. Has your son/daughter talked with you about the Speech Program?	(78.8%)	(18.0%)	(3.3%)	
2. Does your son/daughter attend speech therapy sessions regularly?	(73.8%)	(13.1%)	(8.2%)	(4.9%)
3. Does the speech pathologist give your son/daughter enough individual attention?	(62.3%)	(4.9%)	(29.5%)	(3.3%)
4. Do you think the class time spent in speech therapy sessions is worthwhile?	(90.2%)	(3.3%)	(6.6%)	
5. Have you attended any meetings about your son's/daughter's speech therapy at his/her school?	(13.1%)	(85.2%)	(1.6%)	
6. Do you think speech therapy will help your son/daughter develop a positive image of himself/herself?	(77.0%)	(4.0%)	(16.4%)	(1.6%)
7. Do you think speech therapy will help your son's/daughter's performance in school?	(86.9%)	(1.6%)	(9.8%)	(1.6%)
8. Do you feel the information about your son's/daughter's performance and progress in speech therapy has been adequate?	(60.7%)	(26.2%)	(11.5%)	(1.6%)
9. Have you been contacted by the speech pathologist about your son's/daughter's speech therapy?	(57.4%)	(39.3%)		(3.3%)
10. If you answer "yes" to question #9, how were you contacted?	Letter	Telephone Calls	Conference/meeting	Other
	(31.3%)	(23.0%)	(3.3%)	(1.6%)
	(41.0%) missing			

Table 9

Results of School Personnel Survey
Speech Therapy Program 1978-79

What is your assignment at this school?

1. (8.2%) Administrator
2. (13.9%) ESP teacher/staff
3. (22.6%) Teacher in reading/English/Language/ESL/Communications
4. (46.6%) Teacher in other subjects
5. (8.7%) Psychologist/nurse/hearing resource teacher/counselor/social worker

	Yes	No	Uncertain	N/A
1. Are you aware of the speech therapy service on your campus?	(80.8)	(9.6%)	(9.1%)	(0.5%)
2. Do you know the speech pathologist in your school?	(57.2%)	(29.9%)	(2.4%)	(0.5%)
3. Do you wish to know more about the Speech Program?	(48.6%)	(31.7%)	(18.3%)	(1.4%)

4. If you answer "yes" to question #3, how would you like the information presented to you?

1. (23.1%) A short presentation on campus.
2. (17.8%) Written materials
3. (9.1%) An abstract of this year's evaluation report
4. (4.3%) Other

(45.7%) Missing

5. How frequently do you communicate with the speech pathologist about your student's speech problem?

	Frequently	Occasionally	Not At All	N/A
Meetings	(5.8%)	(10.6%)	(47.6%)	(36.1%)
Telephone calls	(0.5%)	(8.2%)	(46.2%)	(45.2%)
Visit with the pathologist	(9.6%)	(19.2%)	(40.9%)	(30.3%)
Through counselor	(0.5%)	(7.2%)	(47.1%)	(45.2%)
Written reports/memos	(3.4%)	(16.2%)	(42.3%)	(3.8%)

Table 9 (cont.)

Results of School Personnel Survey
Speech Therapy Program 1978-79

	None	Once A Week	Twice A Week	N/A
6. How frequently would you permit students to be excused from your class to receive speech therapy (i.e., 30 minutes per session)?	(35.6%)	(21.6%)	(12.5%)	(30.3%)

	Yes	No	Uncertain	N/A
7. If you have had students in therapy, have you been adequately informed of their progress?	(23.1%)	(19.2%)	(11.5%)	(46.2%)
8. Do you think the speech program meets the needs of students with speech defects?	(26.0%)	(3.8%)	(49.5%)	(20.7%)
9. Do you think the speech therapy service should be provided to all students with speech defects?	(74.5%)	(2.4%)	(11.5%)	(11.5%)
10. Do you think the speech therapy service would help the school performance of students with speech defects?	(69.2%)	(3.4%)	(15.9%)	(11.5%)
11. Do you think that parents should be actively involved in the Speech Program?	(71.6%)	(3.4%)	(14.4%)	(10.6%)
12. Have you ever been involved in speech training?	(16.3%)	(60.6%)	(12.5%)	(10.6%)
13. If you answer "yes" to question #12, are you satisfied with the screening process?	(15.4%)	(1.4%)	(6.7%)	(76.4%)

Table 10

Rating of the overall Speech Therapy Program 1978-79

	Excellent	Very Good	Fair	Poor	N/A
Students	(25.8%)	(48.4%)	(18.3%)	(1.1%)	(6.5%)
Parents	(14.8%)	(55.7%)	(14.8%)	(3.3%)	(11.5%)
School Personnel	(6.7%)	(31.3%)	(7.7%)	(1.9%)	(52.4%)

Summary

Approximately three out of every four speech therapy students surveyed indicated they would rate the speech therapy program as "very good" or "excellent." The vast majority of students (93.5%) thought speech therapy was important to students who have to have therapy. All parties surveyed expressed this highly positive attitude toward the Speech Therapy Program. Teachers view the program in this positive light; however, they are reluctant to sacrifice their class time to enable students to participate in the Speech Therapy Program. Parents endorse the Speech Therapy Program with the reservation that communications about the the program and their students progress could be facilitated. Professional speech therapy staff members expressed the least satisfaction with record keeping and the resources/ facilities aspects of the program. Table 10 shows how the program was rated.

Speech Pathologist Survey

Seven speech pathologists were surveyed in March, 1979, in regards to their perceptions and assessment of the Speech Therapy Program. They were asked to rate program components in terms of degree of satisfaction and to provide specific comments about the Program's strengths and areas for further refinement. Table 11 summarizes the staff's responses dealing with the overall program and speech therapy services on individual campuses.

1. Rating of Overall Speech Therapy Program

Speech pathologists rated all program components in terms of "extremely", "very", "somewhat", or "not at all" satisfied. They expressed a highly positive attitude toward the Speech Therapy Program. Table 12 shows that the most positive components as perceived by the staff are biweekly staff meetings, coordination time with the Program Coordinator, size of case load, and professional growth time. Staff members were less satisfied with the amount of record keeping, report writing, public relations, and resources/facilities.

The Speech Pathologists also made specific comments about the strengths, weaknesses, and ways to improve the Program. These comments are listed below:

What are the strengths of the Speech Program this year as compared to previous years?

*Cohesiveness, communication, organization, budget, professional growth is stressed.
*Organization, time allowed for Professional Growth and activities other than therapy, i.e., report writing; excellent cooperation among staff members.

*Well trained competent speech pathologists - superb cooperation and support from ESP Director.

*The staff is continuing to be cohesive. The Friday meetings are contributing more to the improvement of therapy.

*Continual refreshening of materials, supplies, and equipment.

What are the weaknesses of the Speech Program this year as compared to previous years?

*The program cannot continue at the current level of number of patients seen. Therapists will burn out in 1 semester (at Desert Valley and Desiderata Schools). *No significant weaknesses.

*One pathologist's personality seems to cause friction at her schools.

*None - it just keeps getting better! *Fewer teacher referrals this year.

How could the Speech Program be improved?

SERVICE TO STUDENTS:

*Daily therapy for entire school year.

*More therapists per school; some students need more intensive therapy.

*Provide service at Bostrom Center.

*To be able to work with the students more than just twice a week in some instances.

*Somehow, find better methods for student retrieval.

*The service to students could be better if one campus per therapist - at least on the larger campuses.

*Some incentive for students to enroll and to attend regularly when they do.

Program Operation:

*Decrease student retrieval time. Improve physical facilities - more therapists.

*More PR work.

*More in-service to educate classroom teachers regarding speech and language problems.

*More community awareness within the district so as to let more people know speech therapy is available and what services we do provide.

*I feel the need for continued effort to improve public relations on my campuses.

2. Rating of Overall, how would you rate the Speech Program this year?

*Excellent. I am encouraged by the professionalism of the other speech staff and the cooperation among staff.

*I am extremely satisfied with the program and the people I work with. I like the emphasis on professional growth and the consistent striving for a better program.

*Excellent, excellent organization and support from coordinator and administrator. Materials and budget for materials are very good.

On-Campus Speech Therapy Services

Each speech pathologist was also asked to rate the program at "home" school(s). For the eleven regular district schools, each pathologist serves 2 schools, except for the coordinator who serves only one school in addition to coordinating duties. One 0.6 pathologist and an aide serve speech handicapped students at Desert Valley and Desiderata Schools. Table 12 shows the ratings by items and by schools. These ratings should be construed as each pathologist's perception and evaluation of the program in 14 aspects concerning student, support, and environmental factors.

Speech pathologists at Maryvale, East, and Central rated their program most favorably. Strong support of teachers, counselors and administrators, and adequate resource/facilities are factors which distinguish the speech therapy services at these three schools from programs at other schools. Schools receiving lower ratings are Phoenix Union, West, Hayden, and Browne. Speech pathologists at these schools were less satisfied with students' attendance in therapy sessions, their attitudes toward the therapy, noise level in the therapy room, and ways of retrieving students for scheduled therapy sessions.

3. Rating of Desert Valley & Desiderata Programs

The mean ratings for Desert Valley and Desiderata Schools were computed separately because these schools serve TMH and/or EH students exclusively. Students in need of speech therapy at these schools have different learning abilities, problems, and needs. In terms of mean ratings, the programs at Desert Valley and Desiderata schools are different from other programs in five factors (for at least 1 point). Student attendance (+1.1), on-campus public relations of the speech therapy services (+1.2) and amount of counselor support (+1.4) are more positive, yet the amount of clerical support (-1.6) and noise level in the therapy room(-1.1) are less favorable. The speech pathologist also pointed out that students' mental and physical stability, and amount of parental involvement were less than desirable.

Each pathologist also gave specific reasons contributing to and inhibiting the success of speech therapy services at individual schools, and suggested ways to strengthen the program. These comments are listed on Table 13.

Table 11

To what extent are you satisfied with the following aspects of the Speech Program for 1978-79 school year?*

Program Components	Mean Response**	Extremely Satisfied	Very Satisfied	Somewhat Satisfied
Screening Procedure	3.4	3 (42.9%)	4 (57.1%)	-
Placement Procedure	3.1	2 (28.6%)	4 (57.1%)	1 (14.2%)
Observation/Evaluation Procedure	3.3	4 (57.1%)	1 (14.2%)	2 (28.6%)
Size of Case Load	3.6	5 (71.4%)	1 (14.2%)	1 (14.2%)
School Assignments	3.3	4 (57.1%)	1 (14.2%)	2 (28.6%)
Amount of Record Keeping	2.7	1 (14.2%)	3 (42.9%)	3 (42.9%)
Amount of Report Writing	2.7	1 (14.2%)	3 (42.9%)	3 (42.9%)
Professional Growth Time	3.4	5 (71.4%)	-	2 (28.6%)
Friday Staff Meeting	3.9	6 (85.8%)	1 (14.2%)	-
Coordination Time	3.9	6 (85.8%)	1 (14.2%)	-
Resources/Facilities	2.7	1 (14.2%)	3 (42.9%)	3 (42.9%)
Public Relations	2.7	-	5 (71.4%)	2 (28.6%)
Administrative Support	3.0	2 (28.6%)	3 (42.9%)	2 (28.6%)
Access to Records	2.9	2 (28.6%)	2 (28.6%)	3 (42.9%)

*The above results are based on responses of 7 Speech Pathologists. Four response choices were given in the survey questionnaire. Since no one chose "not at all satisfied", this response choice was eliminated from this table.

**Mean responses should be interpreted in terms of "extremely satisfied" = 4, "very satisfied" = 3, "somewhat satisfied" = 2, and not all satisfied" = 1.

Table 12

Evaluation of On-Campus Program

By Speech Pathologists

KEY:

4 = Extremely satisfied
3 = Very satisfied
2 = Somewhat satisfied
1 = Not at all satisfied

ITEM / SCHOOL	ALHAMBRA	BROWNE	CAMELBACK	CENTRAL	EAST	HAYDEN	MARYVALE	NORTH	SOUTH	UNION	WEST	MEAN* RATING	DESERT VALLEY	DESI I	DESI II	MEAN** RATING
1. Student attendance at school	3	1	3	2	1	1	3	2	1	2	2	1.9	4	4	1	3.0
2. Student attendance in Speech Therapy	3	2	2	2	2	2	4	3	3	2	2	2.5	2	4	2	2.7
3. Student's attitude toward Speech Therapy	2	2	3	4	3	2	4	3	3	3	2	2.8	4	4	3	3.7
4. Student's Mental and Physical Stability	2	3	3	4	3	2	3	3	3	3	2	2.8	2	2	2	2.0
5. Parental Involvement in the Speech Program	1	2	2	3	2	1	3	3	2	3	2	2.2	2	2	1	1.7
6. Public Relations on this Campus	2	2	2	4	3	2	2	3	3	2	3	2.5	3	4	4	3.7
7. Regularity of School Schedule	3	3	3	1	4	3	3	2	4	1	2	2.6	2	3	1	2.0
8. Clerical Support	3	3	2	3	4	2	3	3	2	2	2	2.6	1	1	1	1.0
9. Teacher Support	3	3	2	4	4	3	3	3	3	3	3	3.1	3	4	4	3.7
10. Administrative Support	3	3	2	4	4	2	4	2	3	2	3	2.9	1	4	4	3.0
11. Counselor Support	2	2	2	4	4	2	4	3	2	1	3	2.6	4	4	4	4.0
12. Resources/Facilities	3	3	3	3	4	3	4	2	4	1	2	2.9	1	3	2	2.0
13. Noise Level in the Therapy Room	2	1	3	3	3	3	4	3	2	1	1	2.4	1	2	1	1.3
14. Student Retrieval	3	1	3	2	2	2	2	3	3	1	1	2.1	1	4	2	2.3
Mean Rating	2.5	2.2	2.5	3.1	3.1	2.1	3.3	2.7	2.7	1.9	2.1		2.2	3.2	2.3	

* Mean rating of individual items for 11 regular district schools.

** Mean rating of individual items for Desert Valley and Desiderata Schools.

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Table 13

Contributing/Inhibiting Factors of On-Campus Speech Program and Suggestions for Improvement

School	Contributing Factors	Inhibiting Factors	Ways to Improve On-Campus Speech Program
ALHAMBRA	*Support and cooperation of teachers who let me see the kids from class. *Support of clerical and ESP personnel. *Good facilities.	*Student Absences *Kids who have emotional problems or crises at home. *Student's lack of motivation.	*More parental involvement, more awareness among teachers and staff of the extent and type of services available.
BROWNE	*Cooperation of the teachers in sending students to me. *Support of the administration for the program in general.	*The lack of speech evaluations in staffings. *Poor student attendance.	*Include speech pathologist in most of the staffing of the ESP Dept. Better public relations with the new staff members about the Speech Program.
CAMELBACK	*Students' motivation to change their speech patterns. *A student assistant available to me one hour a day. *Student attendance.	*Infrequent contact with counselors. *Trying to schedule students into therapy.	
CENTRAL	*Cooperation of teachers and staff. *Cooperation and interest of parents. *Maturity and intelligence of students.	*Alternating schedule.	
DESERT VALLEY	*Student cooperation. *Parent support. *Teacher support	*Student retrieval. *Administrative support.	*More therapists and aides, reduced schedule, more administrator cooperation, redesign therapy programs with survival language. Provide parent counseling/programs.
DESI I	*Director, staff and student cooperation.	*Space for therapy. *Emotional stability of students	*A consistent space for therapy.
DESI II	*Staff concern for students. *Student cooperation.	*Consistency of Desi II program. *Student attendance. *Sporadic therapy.	*Stabilize Desi I program. Quiet and private therapy space.
EAST	*Teacher cooperation. *ESP support. *Student flexibility & cooperation.	*Student absenteeism. *Location of therapy room - not visible to general student population. *Not all teachers know me yet, more PR needed.	*Better attendance of students to reduce retrieval time.

Table 13 (cont.)

School	Contributing Factors	Inhibiting Factors	Ways to Improve On-Campus Speech Program
HAYDEN	*Support of cooperating teachers *Good facilities	*Students' attendance at school. *Lack of parental interest or involvement.	*More clerical help, better or more support from ESP chairperson.
MAR[illegible]LE	*The support of teachers and administration. *The excellent attendance of the students. *Positive enviroment and atmosphere at the school.	*None	*More direct involvement of speech pathologist in staffing. However, the current referrals have been excellent even without her presence at staffing.
NORTH	*Faculty support and cooperation.	*Students' unwillingness to participate. *No storage room for materials, no private entrance to room. *Shared facilities	*Improve on-campus PR of ESP Department. Upgrade the student population by helping them recognize their needs for speech therapy, even those who have minor speech problems.
UNION	*Cooperation of teachers whose students are involved. *Speech students' public relations with other students.	*Teachers who refuse to recognize need for therapy. *Practical impossibility of finding students to screen *Location of facility and facilities themselves.	*Improve on-campus PR of ESP Dept. Also improvement of the physical plant and facility of ESP/Speech program.
SOUTH	*Teacher and student cooperation. *ESP staff support.	*Counselors don't seem interested in Speech Program - More PR is needed. *Lack of communication within the ESP Dept. This is improving. *Student absenteeism	*Better communications within the ESP Dept, so that itinerants know what is going on in department. More PR needed outside ESP facility.
WEST	*The counselors and teacher support. *Communication with the ESP chairperson.	*Poor student attendance. *Lack of student motivation. *Difficulty in locating and retrieving students.	*A better facility in a more quiet enviroment is needed, with better air circulation.

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STAFF ACTIVITY ANALYSIS

During a 10-day period from February 19 to March 2, 1979, all seven speech pathologists and a full-time aide logged their daily activities and time spent on the program. This analysis was conducted to examine the staff's time allocation and to provide administrators with information for program planning and operation.

The speech pathologists jointly identified a list of typical tasks and coded their daily activities accordingly (see coding sheet in Appendix E). These activities can be grouped into three categories--service, interaction, and other.

Service activities pertain directly to the speech therapy services and procedures:

- screening students and potential speech defects
- diagnosis and evaluation of students' problems
- staffing with students, psychologists, teachers, and/or parents for program placement
- therapy
- retrieving students by writing call slips or contacting students for therapy
- keeping records, and preparing reports, IEP's, and transmittal forms

Interaction activities include communications with staff pathologists, parents, teachers, and members in the school about the program:

- coordination, speech staff meetings, couconsultation with the coordinator
- professional growth parent conference by telephone or in person
- contacting teachers about student's schedule and progress
- training aides and interns
- promoting public relations in presentation or their forms

Other activities include travel, on-campus, general meetings, lunch, and breaks.

Table 14 presents the average amount of time (in minutes) speech pathologists spent daily on various activities. Speech therapy (27.5%), preparation for therapy sessions (10.5%), record keeping (10.4%), and program coordination (10%) were major activities totaling 58.4% of staff time. Staff members averaged 2.6% of daily working time retrieving students for scheduled therapy sessions. Teacher contacts (3%), public relations (2.9%), and parent conference (1.2%) consumed a relatively low amount of staff time.

Staff Activity Analysis

It should be noted that districtwide screening normally takes place in September and October. Screening time shown in Table 14 only represents time spent on screening additional students on some campuses. The amount of coordination time should be interpreted with care for one school instead of dividing up by two campusses in several cases, because some pathologists recorded the biweekly meeting for one school instead of dividing up the time between two campuses.

One 0.6 speech pathologist and a full-time aide served the Desert Valley and Desiderata Schools. They spent a considerably greater amount of time on therapy, preparation, record keeping, and general meetings than other pathologists.

Table 14

Results of Speech Pathologist
Activity Analysis*

	School / Activity	Alhambra	Arown	Camelback	Central	East	Hayden	Maryvale	North	South	Phoenix Union	West	Desert Valley	Total	Percent
Service	Screening	—	—	25.0	6.0	31.2	5.0	—	99.6	12.5	—	15.0	—	194.3	3.3%
	Diagnosis & Evaluation	1.3	—	2.5	13.3	7.5	—	—	—	32.5	—	—	4.5	61.6	1.1%
	Staffing	30.0	—	—	—	5.0	—	—	2.0	5.0	—	2.0	34.4	78.4	1.3%
	Preparation	38.8	68.0	7.5	12.4	30.0	34.0	75.3	49.6	20.3	81.0	64.0	128.3	617.2	10.5%
	Therapy	120.0	128.0	166.3	67.3	165.0	106.0	178.3	91.8	121.7	91.6	111.0	265.1	1612.9	27.5%
	Student Retrieval	7.5	8.8	13.8	11.7	8.8	24.0	—	21.0	6.6	14.0	6.0	30.0	152.2	2.6%
	Record Keeping	54.5	25.0	48.7	19.2	20.0	51.4	39.2	56.6	48.3	47.6	40.0	158.3	608.8	10.4%
Interaction	Coordination	45.0	91.2	—	159.3	7.5	66.0	30.0	—	92.5	31.0	33.0	31.0	586.5	10.0%
	Parent Conferences	15.0	—	3.7	.7	7.5	5.0	—	6.4	12.5	—	15.0	3.0	68.8	1.2%
	Teacher Contact	3.7	17.5	11.3	5.4	27.5	13.0	8.3	9.0	25.0	11.0	1.0	42.6	175.3	3.0%
	Training	2.5	—	5.0	64.0	158.7	—	—	—	—	—	—	26.1	256.3	4.4%
	Pulbic Relations	8.8	7.5	27.5	22.0	3.8	19.0	—	16.0	1.7	27.0	34.0	.5	167.8	2.9%
Other	Travel	3.7	23.7	12.5	6.0	—	9.0	5.8	10.0	7.5	16.0	6.0	5.8	106.0	1.8%
	General Meeting	—	15.0	—	—	—	—	—	12.0	15.0	18.0	—	41.0	101.0	1.7%
	Lunch & Break	56.3	58.8	63.7	53.2	30.0	44.0	55.8	66.0	36.7	82.2	71.0	57.8	675.5	11.5%
	Other	60.4	20.0	87.5	64.0	3.8	14.0	18.3	32.2	11.7	27.0	34.0	27.4	400.3	6.8%

*Amount of time spent on each activity is expressed in minutes per day.
**A 0.6 Speech Pathologist and 1.0 Aide are responsible for speech services at Desert Valley, DESE I and DESI II.

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CONCLUSIONS

The performance of the Speech Therapy Program for 1978-79 academic year can be concluded in the following statements:

1. In the district regular high schools, 0.7% of the students have speech defects that require some therapy.

2. In the Desert Valley and Desiderata Schools 21.8% of the TMH and EH students received speech therapy.

3. Districtwide, the percentage of students having defects serious enough to require therapy is 1.1%.

4. Articulation was the most commonly occurring speech defect of participants at regular school. Most TMH and EH students in the Desert Valley and Desiderata programs had three or more speech defects.

5. Districtwide, 59% of speech handicapped students will continue in therapy in 1979-80 school year. Most of the participants (95%) at Desert Valley and Desiderata schools will continue therapy.

6. The student to speech pathologist ratio is 34:1 for regular schools, and 59:1 for Desert Valley and Desiderata combined.

7. Most of the surveyed students, parents, school personnel, and pathologists endorsed the Speech Therapy Program.

8. Speech therapy, preparation, record keeping, and program coordination are speech pathologists' major daily activities.

RECOMMENDATIONS

1. Facilitate communications between all concerned parties with emphasis on parent to pathologist, pathologist to student, etc. Information about the program and student progress is of great value to all interested parties.

2. Incorporate more detailed data noting sex, grade level, age, ethnic code, and ESP category in future evaluation reports.

3. Survey or interview handicapped school students, parents, and school personnel at Desert Valley and Desiderata schools for their evaluation input.

4. Teachers and other professional staff need to be more cognizant of the Speech Therapy Program.

5. Expand the staff and support services at Desert Valley and Desiderata schools to meet the greater needs of TMH and EH students.

6. Develop strategies to get teachers more actively involved in the Speech Therapy Program. In other words, a more effective public relations program is advised.

7. Evaluation design should include a question of the teachers as follows: Was there any improvement in the student's progress in your class since speech therapy was started?

8. Have speech therapy as a special class in the curriculum so teachers are not asked to release students from their classes.

9. Continue the staff coordination activities within the Speech Therapy Program.

Appendix A

PHOENIX UNION HIGH SCHOOL SYSTEM

Speech Program

Student Survey

March 26, 1979

Dear Student,

We would like to know what you think about the speech therapy service. Your responses will help us improve this program. Please answer the following questions and return this form in the attached envelope to your speech pathologist by April 4, 1979. Thank you very much.

Sincerely,

Susy Chan, ESP Evaluation Specialist
Research Services (257-3612)

Which school do you attend?

1. ☐ Alhambra
2. ☐ Browne
3. ☐ Camelback
4. ☐ Central
5. ☐ East
6. ☐ Hayden
7. ☐ Maryvale
8. ☐ North
9. ☐ South
10. ☐ Union
11. ☐ West

What is your speech problem?

1. ☐ Articulation/Incorrect sound production
2. ☐ Hearing Loss with Speech Defect
3. ☐ Fluency/Stuttering
4. ☐ Voice
5. ☐ Language
6. ☐ Multiple Speech problems

Have you ever received speech therapy before?

1. ☐ Yes
2. ☐ No

	Yes	No	Uncertain
1. Does the speech pathologist give you enough individual attention?	☐	☐	☐
2. Do you think speech therapy will help your shool work in reading, English, language, or other courses?	☐	☐	☐
3. Have you talked with your parents about the speech program?	☐	☐	☐
4. Do your parents encourage you to take speech therapy?	☐	☐	☐
5. Do your teachers encourage you to take speech therapy?	☐	☐	☐
6. Do you enjoy the speech therapy sessions?	☐	☐	☐
7. Do you think the class time spent in speech therapy sessions is worthwhile?	☐	☐	☐
8. Do you wish to have more speech therapy sessions each week?	☐	☐	☐
9. Do you do the practice assigned by your speech pathologist?	☐	☐	☐
10. Do you think speech therapy is important to students who have speech problems.	☐	☐	☐
11. Do you think you have made progress in overcoming your speech problems?	☐	☐	☐
12. Have you come to the therapy sessions regularly?	☐	☐	☐

13. If you answer "no" to question 12, why did you miss therapy sessions?

- ☐ a. I always forgot the time for therapy sessions.
- ☐ b. I have not attended school regularly.
- ☐ c. I do not need speech therapy.
- ☐ d. I do not like speech therapy.
- ☐ e. My parents do not want me to have therapy.
- ☐ f. My teachers do not want me to have therapy during class hours.

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14. Overall, how would you rate the Speech Program according to your experience?

☐ Excellent ☐ Very Good ☐ Fair ☐ Poor

15. What do you <u>like</u> and what do you <u>not like</u> about the Speech Program?

Likes	Dislikes
_____	_____
_____	_____
_____	_____
_____	_____

16. How could the Speech Program be improved?

_____

_____

_____

_____

Appendix B

PHOENIX UNION HIGH SCHOOL SYSTEM

Speech Program

Parent Survey

March 26, 1979

Dear Parents,

We would like to know your opinion about speech therapy service for your son/daughter. Your response will help us evaluate this service. Please answer questions below and return the questionnaire in this same envelope to your son's/daughter's speech pathologist by April 4, 1979. Thank you for your cooperation.

Sincerely,

Susy Chan

Susy Chan, ESP Evaluation Specialists
Research Services (257-3612)

Which school does your son/daughter attend?

1. ☐	Alhambra	4. ☐	Central	7. ☐	Maryvale	10. ☐	Union
2. ☐	Browne	5. ☐	East	8. ☐	North	11. ☐	West
3. ☐	Camelback	6. ☐	Hayden	9. ☐	South		

What is his/her speech problem?

1. ☐ Articulation/incorrect sound production
2. ☐ Hearing Loss with Speech Defect
3. ☐ Fluency/Stuttering
4. ☐ Voice
5. ☐ Language
6. ☐ More than one problem
7. ☐ I don't know

	Yes	No	Uncertain
1. Has your son/daughter talked with you about the Speech Program?	☐	☐	☐
2. Does your son/daughter attend speech therapy sessions regularly?	☐	☐	☐
3. Does the speech pathologist give your son/daughter enough individual attention?	☐	☐	☐
4. Do you think the class time spent in speech therapy sessions is worthwhile?	☐	☐	☐
5. Have you attended any meeting about your son's/daughter's speech therapy at his/her school?	☐	☐	☐
6. Do you think speech therapy will help your son/daughter develop a positive image of him/herself?	☐	☐	☐
7. Do you think speech therapy will help your son's/daughter's performance in school?	☐	☐	☐
8. Do you feel the information about your son's/daughter's performance and progress in speech therapy has been adequate?	☐	☐	☐
9. Have you been contacted by the speech pathologist about your son's/daughter's speech therapy?	☐	☐	☐

10. If you answer "yes" to question #9, how were your contacted?

☐ Letter ☐ Telephone Calls ☐ Conference/meeting ☐ Other_____

11. Overall, how would you rate the Speech Program for your son/daughter?

☐ Excellent ☐ Very Good ☐ Fair ☐ Poor

12. How could the speech program be improved?

_____

_____

_____

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Appendix C

PHOENIX UNION HIGH SCHOOL SYSTEM

SPEECH PROGRAM

School Personnel Survey

Which school are you affiliated with? (Check only one box)

1. ☐ Alhambra
2. ☐ Browne
3. ☐ Camelback
4. ☐ Central
5. ☐ East
6. ☐ Hayden
7. ☐ Maryvale
8. ☐ North
9. ☐ South
10. ☐ Union
11. ☐ West

What is your assignment at this school? (Check only one box)

1. ☐ Administrator
2. ☐ ESP teacher/staff
3. ☐ Teacher in reading/English/language/ESL/ Communications
4. ☐ Teacher in other subjects
5. ☐ Psychologist/nurse/hearing resource teacher/counselor/social worker

	Yes	No	Uncertain
1. Are you aware of the speech therapy service on your campus?	☐	☐	☐
2. Do you know the speech pathologist in your school?	☐	☐	☐
3. Do you wish to know more about the Speech Program?	☐	☐	☐

4. If you answer "yes" to question #3, how would you like the information be presented to you?

1. ☐ A short presentation on campus
2. ☐ Written materials
3. ☐ An abstract of this year's evaluation report
4. ☐ Other _____

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5. How frequently do you communicate with the speech pathologist about your student's speech problem?

	Frequently	Occasionally	N A	
Meetings	☐	☐	☐	☐
Telephone calls	☐	☐	☐	☐
Visit with the pathologist	☐	☐	☐	☐
Through counselor	☐	☐	☐	☐
Written reports/memos	☐	☐	☐	☐

6. How frequently would you permit students to be excused from your class to receive speech therapy (i.e. 30 minutes per session)?

None	Once a Week	Twice a Week	N/A
☐	☐	☐	☐

7. If you have had students in therapy, have you been adequately informed of their progress?

Yes	No	Uncertain	N/A
☐	☐	☐	☐

8. Do you think the speech program meets the needs of students with speech defects? ☐ ☐ ☐ ☐

9. Do you think the speech therapy service should be provided to all students with speech defects? ☐ ☐ ☐ ☐

10. Do you think the speech therapy service would help the school performance of students with speech defects? ☐ ☐ ☐ ☐

11. Do you think that parents should be actively involved in the Speech Program? ☐ ☐ ☐ ☐

12. Have you ever been involved in speech screening? ☐ ☐ ☐ ☐

13. If you answer "yes" to question #8, are you satisfied with the screening process? ☐ ☐ ☐ ☐

14. How could the Speech Program be improved? _____

_____

_____

15. Overall, how would you rate the Speech Program?

Excellent	Good	Fair	Poor	N/A
☐	☐	☐	☐	☐

_____

_____

_____

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Appendix D

PHOENIX UNION HIGH SCHOOL SYSTEM

SPEECH PROGRAM

Speech Pathologist Survey
(Part I)

A. To what extent are you satisfied with the following aspects of the Speech Program for 1978-79 school year?

	Extremely	Very	Somewhat	Not at all
1. Screening Procedure	☐	☐	☐	☐
2. Placement Procedure	☐	☐	☐	☐
3. Observation/Evaluation Procedure	☐	☐	☐	☐
4. Size of Case Load	☐	☐	☐	☐
5. School Assignments	☐	☐	☐	☐
6. Amount of Record Keeping	☐	☐	☐	☐
7. Amount of Report Writing	☐	☐	☐	☐
8. Professional Growth Time	☐	☐	☐	☐
9. Friday Staff Meeting	☐	☐	☐	☐
10. Coordination Time	☐	☐	☐	☐
11. Resources/Facilities	☐	☐	☐	☐
12. Public Relations	☐	☐	☐	☐
13. Administrative Support	☐	☐	☐	☐
14. Access to Records	☐	☐	☐	☐

Comments: _____

_____

_____

B. What are the strengths and weaknesses of the Speech Program this year as compared to previous years?

Strengths: _____

_____

Weaknesses: _____

_____

C. How could the Speech Program be improved?

Service to Students: _____

_____

Program Operation: _____

_____

D. Overall, how would you rate the Speech Program this year?

Comments: _____

_____

_____

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PHOENIX UNION HIGH SCHOOL SYSTEM

SPEECH PROGRAM

Speech Pathologist Survey
(Part II)

A. Check the school at which the Speech Program is evaluated in this survey.

1 ☐	Alhambra	5 ☐	East	9 ☐	South
2 ☐	Browne	6 ☐	Hayden	10 ☐	Union
3 ☐	Camelback	7 ☐	Maryvale	11 ☐	West
4 ☐	Central	8 ☐	North	12 ☐	Other _____

B. To what extent are you satisfied with the following aspects of the Speech Program at this particular school?

	Extremely	Very	Somewhat	Not at all
1. Student attendance at school	☐	☐	☐	☐
2. Student attendance in Speech Therapy	☐	☐	☐	☐
3. Student's attitude toward Speech Therapy	☐	☐	☐	☐
4. Student's Mental and Physical Stability	☐	☐	☐	☐
5. Parental Involvement in the Speech Program	☐	☐	☐	☐
6. Public Relations on this Campus	☐	☐	☐	☐
7. Regularity of School Schedule	☐	☐	☐	☐
8. Clerical Support	☐	☐	☐	☐
9. Teacher Support	☐	☐	☐	☐
10. Administrative Support	☐	☐	☐	☐
11. Counselor Support	☐	☐	☐	☐
12. Resources/Facilities	☐	☐	☐	☐
13. Noise Level in the Therapy Room	☐	☐	☐	☐
14. Student Retrieval	☐	☐	☐	☐

Comments: _____

_____

_____

C. What are the three most prevalent factors which <u>contribute</u> to the success of the Speech Program at this school?

1. _____
2. _____
3. _____

D. What are the three most prevalent factors which <u>inhibit</u> the success of the Speech Program at this school?

1. _____
2. _____
3. _____

E. How could the Speech Program at this school be improved?

Comments: _____

_____

_____

33:003-2:9
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Appendix E

SPEECH Program
Staff Activity Analysis

Phoenix Union High School System

The purpose of this study is to analyze the Speech Pathologist's activities and the amount of time spent on each type of activity. Please use the following codes to record your daily activities during the period of February 19 to March 21, 1979. (Activity Log is on reverse side)

Examples: # 7 30 minutes
10 20 minutes

Code	Activity	Explanation
1	Coordination	Speech staff meeting, consultation with coordinator and professional growth
2	Diagnosis and Evaluation	
3	General Meeting	Faculty meeting and administrative meeting
4	Parent Conference	By telephone or in person
5	Preparation	
6	Public Relations	Please specify
7	Record Keeping	Including reports, logs, IEP's and transmittal forms
8	On-campus Inservice	
9	Screening	
10	Staffing	Meetings with parents, students, psychologists and teachers to decide students' programs
11	Student Retrieval	Writing call slips, contacting students for therapy
12	Teacher Contact	Consultation with teachers about students' schedule and progress
13	Therapy	
14	Training	Training aids and interns
15	Travel	
16	Break	
17	Lunch	
18	Other	Please specify

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1/23/78

ACTIVITY LOG

Speech Pathologist:_____ School:_____

Time \ Date	2/19 Mon	2/20 Tues	2/21 Wed	2/22 Thur	2/23 Fri	2/26 Mon	2/27 Tues	2/28 Wed	3/1 Thur	3/2 Fri
7:30 am										
8:00 am										
8:30 am										
9:00 am										
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